

Teacher and Principal Evaluation

Communication #27

Year Four: Stocktake

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Teacher and Principal Evaluation Team

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In fall of 2012, a Teacher and Principal Action Team was created to direct, support, and monitor the implementation of Teacher and Principal Evaluation (TPE) in Maryland. By the end of the third year of Race To The Top (June 2013), the twenty-two participating LEAs had established approved evaluation models, successfully completed a statewide field test, and responded to an information gathering exercise conducted by an independent third-party critical friend, the MACC@WestEd. A Year Three Stocktake (see [Communication Bulletin #17](#)) addressed seven initial decision points, which led to changes in the State Models, targeted local Implementation Grants, quality control processes, and the emergence of Student Learning Objectives as a premier component of student growth.

During Year Four, concurrent to providing technical assistance with data collection and demonstrating examples of effective systems management, MSDE delivered a five part [Professional Development Plan for Implementing and Sustaining Teacher and Principal Evaluation](#). A Quality Control process was repeated throughout the year to determine the confidence levels of LEAs, principals, and teachers to execute the work of TPE. In July 2014, LEAs successfully completed the two primary annual deliverables for Year Four, 1) an effectiveness rating for every eligible teacher and principal and 2) the accompanying evaluation component data essential to conduct the analysis of TPE models.

The following decision points are in response to the collective findings from SY 2013-2014.

Decision Point 8

A strategic plan, which includes a quality control process and addresses the primary interests of Student Learning Objectives (SLOs), communications, and sustainability must be developed, executed, and validated.

Information gathered from 16,000 educator surveys, interviews, and focus groups indicated that continued attention needed to be given to the application of Student Learning Objectives (SLOs) as a student growth measure in evaluation. Particular effort needs to be directed to the quality and rigor of SLOs as they pertain to elevating student performance and differentiating educator effectiveness. Inherent in the information was the additional need for consistency in SLO definition, content, and protocol. While LEA Quality Control feedback during the year indicated increasing levels of confidence to execute the work of TPE, direct survey feedback from teachers and principals indicated less confidence and a need for greater intentionality of message and delivery of content at the local level. The issue of communications remained persistent and was evident in much of the feedback from both the Quality Control sessions and the spring information gathering. The ongoing interest of SLOs and communications will be further compounded by the interest of sustainability as TPE enters Year Five.

Building upon Year Four's "Plan for Implementing and Sustaining Teacher and Principal Evaluation," Year Five will consist of three Spheres of Influence. These spheres will be pursued to facilitate the delivery of services within the greater contexts of aligning the work of TPE to increase common messaging and create greater efficiencies; of streamlining the work of TPE to make it more doable for teachers, principals, and the supervisors of principals; and pipelining the TPE work to develop the skills of current and future principals. The Spheres will employ teams from each LEA who will construct local plans to ensure that common critical information finds its way to teachers, principals, and school communities. LEA teams will consist of supervisors of principals, principals, teachers, and professional development topical experts.

Sphere 6 will assist LEAs in the construction of high quality and rigorous SLOs that are both attainable and differentiate educator performance. As a result of this strand, participants will understand the supreme importance of instructional leadership and using the SLO process; and identify methodologies for elevating principal, teacher, and student performance through aligned and rigorous SLOs as evidenced in instructional planning and delivery.

Sphere 7 will focus on communications. As a result of this strand, participants will learn the importance of collaboration and the maintenance of stakeholder knowledge and operational capacities to integrate and simultaneously support the work of the Maryland College and Career-Ready Standards, TPE, and PARCC assessments.

Sphere 8 is directed at sustainability and particularly the policies and systems thinking that must be in place to sustain the work of TPE beyond RTTT. The Sphere will address Principal Pipelines as a means to identify and nurture current and future school leaders, the integration of TPE with PARCC and the Maryland College and Career-Ready Standards, the use of grants and third party resources, and the partnering role of the Institutes of Higher Education in preparing teachers and principals. As a result of this strand, participants will recognize the complexities of working within and across multiple systems and be able to respectfully employ existing systems to navigate varied audiences and secure desired, permissible, and sensible solutions.

Follow-up work in each Sphere will continue throughout the year and a Quality Control process will be conducted by an oversight team of representative signees of the June 2014 Memorandum of Understanding.

A full analysis of 2013-2014 effectiveness ratings and component evaluation measures must be conducted.

Decision Point 9

By September of 2014, effectiveness ratings will have been submitted for every teacher and principal in Maryland. These submissions will consist of nearly 500,000 data points associated with evaluation component measures. For the first time, the State will have the capacity to study the impact and relationships of various methods for determining effectiveness ratings. A thoughtful and deliberate process must be constructed to insure the integrity of the research while respecting the sensitivities of educators and the public. Careful professional investigations will need to occur to validate potentials and to determine the future role of state testing, whole school measures and shared attribution in evaluation. While the TPE Team has an interest in these discoveries, the scope and expertise of these studies exceeds the capabilities and the capacity of the TPE Team. The absolute integrity required of this research necessitates an agency response in partnership with external unbiased resources. This body of data represents the sum accounting of two years work by Maryland's TPE Team and the findings must accordingly be accurate, certain, and replicable.

The TPE Team will interact in close coordination with the Office of School Effectiveness and the Office of Teaching and Learning as the structure for this analysis is developed and executed.

The integration of Teacher and Principal Evaluation with MSDE organizational and technology structures must be determined.

Decision Point 10

With the successful application of TPE models across the State and effectiveness ratings collected for all teachers and principals, consideration must be given to determining how TPE will integrate into the organizational structure of MSDE for the purpose of sustainability. As RTTT funds fade, TPE transitions must occur in both the way the work is funded and the way the work is executed. TPE must position itself operationally to maximize the emerging Google platforms and the agency's communication hub capabilities. Video-conferencing, webinars, and electronic forums must supplement or supplant existing operational paradigms. Budgets must be aligned to maintain TPE initiatives seamlessly and to insure that quality personnel serve in the appropriate positions. Most importantly as the scope, the size, and the influence of TPE has grown, the relationship of TPE to divisional forces will need to be determined.

Communication Bulletin #28 will present a new layout and design in response to these three decision points.

Coming soon...Year 5 RTTT...TPE...Align, Streamline, & Pipeline